



SAFETY BAY SENIOR HIGH SCHOOL




# Year 9 Course Guide



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## Key for This Guide

-  Learning Area
-  Prerequisites
-  Cost



# Introduction

Each students' future pathway is influenced by their learning and achievement in Years 7, 8 and 9. When undergoing counselling in Year 10, some students are surprised to learn that their grades limit their opportunities and subjects that they are able to study in Senior School.

Parents play an important role in helping their children to make educational choices and career decisions. This role begins when children are young, as they watch their parents and other adults around them take part in working life. As they grow older, parents can play an even greater part in guiding their career development and fostering their optimism, enthusiasm, energy and curiosity.

This course guide is designed to inform both parents and students about the range of subjects available for study at Safety Bay Senior High School in Year 9, 2026. It is important that students and parents are aware of the impact their performance has on future studies.

## Achievement

Students in Years 7 to 10 are assessed in each Learning Area using a variety of assessments. Results from these assessments are combined and reported to parents as a grade (A to E). By Year 10, students intending to go to university will require a minimum achievement of a B grade, and those intending to go to TAFE, a traineeship or an apprenticeship will require at least a C grade achievement.

Placement in Year 10 classes in 2026 will be based on Year 9 results, and some classes will be identified as 'University Pathway'. All other classes will be working towards a TAFE/Vocational Pathway.

To assist students in achieving their best, teachers will provide students with a course outline and assessment profile. These inform students of the curriculum that will be covered and the nature and timing of assessments. This provides students with clear guidelines of what will be assessed and when these assessments will occur. These documents allow Year 9 students to take more responsibility for their education, which is important in their educational growth. Students will also be provided with a copy of the Lower School Assessment Policy that makes clear the expectations of students and staff.

Teachers remain responsible for the delivery of curriculum, feedback to students and parents, and will provide guidance and support for Year 9 students to maximise their performance.

Students in our school-based Special Music Programs and/or our Department of Education endorsed Football Specialist and Cheer-Dance Specialist classes will continue in these programs in Year 9.





# Shape Your Future

Dear students and parents/carers,

As Principal of Safety Bay Senior High School, I welcome you to this course guide designed to empower you with the knowledge and tools to make informed decisions about your educational journey. We are committed to supporting your success and fostering a vibrant learning community.

Success in your studies requires you to apply effort and to work conscientiously to master concepts that you may find difficult. By diligently applying yourself to new and challenging concepts, going beyond the comfort of what you already know, you will gain the skills to persevere, think creatively and become a master of your learning. This is referred to as a 'growth mindset'. All students have the potential to succeed if they focus their efforts, work hard and believe that a growth mindset will develop their ability to learn.

As there are a range of choices open to you, I encourage you to select the subjects you believe will aid your academic journey and help identify your own abilities and strengths. Through knowing yourself, you will become a citizen of integrity who is able to contribute to your community and beyond. Our goal is to empower students with the knowledge, skills and values needed to succeed in a rapidly changing world.

This course guide is your roadmap to success, offering a comprehensive overview of our programs, pathways and resources.

We encourage you to explore our diverse range of subjects available to you, and to make choices that align with your interests, strengths, and future goals.

We believe a strong school community spirit is essential for student success. Our staff are here to guide and support you throughout your journey. Please don't hesitate to reach out to your teachers, Student Services staff and Pathways team for assistance.

We are excited to see you achieve your full potential and to contribute to a positive and successful learning environment for all.

Kind Regards,  
**Jessica Halliday**  
Principal



# Pathways

## Subject Selection Guidelines

Throughout Year 9 students will follow a program comprised of:

- Mathematics, English, Humanities and Social Sciences, and Science, each for four periods per week;
- Health for 1 period per week;
- Health and Physical Education for 2 periods per week;
- Three optional subjects.

Optional subjects are to be selected by the student. These subjects are also studied for the full year.

Students currently participating in a Specialist Program (Football or Cheer-Dance) or the school-based Special Music Program select fewer additional subjects. Football and Cheer-Dance programs count as two Physical Education options.

## NAPLAN Testing

All students in Year 9 participate in nation-wide Numeracy and Literacy (NAPLAN) tests, developed for Australian schools, in Term 1. Parents will receive a report of their child's performance as part of their Semester 2 report.

## Careers Expo

At SBSHS, we host an annual Careers Expo for Year 9-12 students, providing an opportunity to engage with local employers and explore potential career pathways. Additionally, selected Year 9 students are invited to attend the Skills West Expo in Perth City. As places are limited, only 50 students from Years 9 and 10 can participate. Students have the opportunity to submit a request for selection.

## Career Tasters

The Year 9 Career Taster Program (CTP) is designed to inspire students to become 'career curious' by exploring further study options and potential careers. The program includes:

- Industry-led experiences and activities that introduce students to a range of career pathways and job opportunities.
- Career development training to support informed decision-making about subject selections and post-school options.





**SAFETY BAY  
SENIOR HIGH SCHOOL**  
*imagine believe achieve*

# Academic Pathways

## FOUNDATION

## GENERAL

## ATAR

8

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Thrive Program**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Pathfinder Program**

9

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Thrive Program**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Pathfinder Program or  
Pre-ATAR Class**

10

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Pre-Foundation Class + Cert II in  
Work Skills & Vocational Pathways**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Compulsory Courses** (Mathematics, English, Science, Humanities, Health and Physical Education) + **Electives**

**Pathfinder Program or  
Pre-ATAR Class**

**Senior  
School**

11

**Foundation Pathway**  
(Foundation English, Mathematics and Careers & Employability)

**Industry Links  
Pathway**  
(General English, Mathematics, Careers & Employability, Cert II in Workplace Skills and Workplace Learning)

**General Pathway**  
(General English, General Mathematics + 3 other subjects + 1 Certificate)

**ATAR Pathway**  
(Minimum 4 ATAR Subjects [including compulsory English + Mathematics] with another 2 chosen courses - ATAR, General or Certificates)

12

**Foundation Pathway**  
(Foundation English, Mathematics and Careers & Employability)

**Industry Links  
Pathway**  
(General English, Mathematics, Careers & Employability, Cert III in Business and Workplace Learning)

**General Pathway**  
(continued from Year 11)

**TLC Program**  
(external)

**UniReady Program**  
(internal)

**ATAR Pathway**  
(Minimum 4 ATAR Subjects [including compulsory English + Mathematics] with another 2 chosen courses - ATAR, General or Certificates)

**Post-  
School  
Pathway**

**EMPLOYMENT**

**TAFE**

**UNIVERSITY**



COMPULSORY COURSES		
PAGE	COURSE	COST
08	Mathematics	\$25
09	English	\$25
10	Science	\$30
11	Humanities and Social Sciences	\$25
12	Health	\$10
13	Physical Education	\$30
ELECTIVE COURSES		
PAGE	HEALTH & PHYSICAL EDUCATION	COST
16	Outdoor Pursuits	\$150
17	Recreation for Life	\$70
PAGE	HUMANITIES AND SOCIAL SCIENCES	COST
19	Monsters of History	\$25
PAGE	THE ARTS	COST
22	Beauty 101	\$100
23	Dance	\$100
24	Drama	\$55
25	Media Arts	\$75
26	Photography	\$124
27	Special Music	\$70
28	Visual Arts 2D	\$105
29	Visual Arts 3D	\$105
PAGE	TECHNOLOGIES	COST
32	Childcare	\$100
33	Engineering	\$100
34	Food for You	\$140
35	Information, Digital Media and Technology	\$100
36	Metal Technology	\$100
37	Textiles	\$100
38	Wood Technology	\$100
PAGE	SPECIALIST PROGRAMS	COST
42	Cheer-Dance Specialist Program	\$300
43	Football Specialist Program	\$400



# COMPU COURS

## What Compulsory Courses Do We Offer at Safety Bay Senior High School?

All Year 9 students are required to participate in our six compulsory courses.

-  **Mathematics**
-  **English**
-  **Science**
-  **Humanities and Social Sciences**
-  **Health**
-  **Physical Education**



# WILSONS





# COMPLU

## Mathematics

 Mathematics

 \$25

### Why study this?

Year 9 is an extremely important year in a student's Mathematical development. Students will be working on understanding content across three areas – Number and Algebra, Measurement and Geometry, and Statistics and Probability. The significance of working mathematically to solve problems will be reinforced. Students will need to justify their thought process using subject specific language and terminology.

### Areas of Study

- Describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles.
- Applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms.
- Formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue.
- Following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.


### Assessment

Assessments are in the form of tests, investigations, exams and homework. Extension classes will sit an exam in Semester 2.

Students are expected to bring their own appropriate Scientific Calculator to class.



# English

 English

 \$25

## Why study this?

The Year 9 English course closely follows the expectations of the Western Australian Curriculum. Year 9 is an important year in which students have the opportunity to develop the skills and understandings which will provide the foundation for their Year 10 studies.

The Western Australian English Curriculum is organised into three interrelated strands of Language, Literature and Literacy. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

## Areas of Study

Students continue to practise, consolidate and improve upon what they have learned from previous years. They also extend their understanding of how language works, and learn to transfer this knowledge to different contexts. To achieve this, students develop an understanding of the requirements of different types of texts; they are introduced to increasingly sophisticated analyses of various kinds of literary, popular culture, and everyday texts, and they are given opportunities to engage with the technical aspects of texts, including those of their own choosing – and to explain why they made that choice.

Students engage with a variety of genres and modes. They re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. Students are given further opportunities to create increasingly sophisticated and multimodal texts in groups and individually.

## Assessment


Students will complete a variety of assessments throughout the year including:

- Ongoing formative assessment within the classroom;
- Summative assessment based on the comprehension and composition of texts;
- Reading, writing, viewing, listening and speaking activities and presentations;
- Multimodal productions and presentations;
- Tests and examinations.



# COMPLU

## Science

 Science

 \$30

### Why study this?

In Year 9 Science, students will learn to investigate, understand and communicate about the physical, biological and technological world and value the processes that support life on our planet. Integrated Science will help students to become critical thinkers by encouraging them to evaluate the use of Science in society and the application in daily life.

### Areas of Study

### Assessment

#### Biology

Students will develop an understanding of the biology of human genetics and inherited characteristics, as well as changes in species over time and evolution.

Students will complete a variety of assessments throughout the year including topic tests, assignments and practical science inquiry investigations.

#### Physics

Students will develop an understanding of how energy conservation in a system can be explained by describing energy transfers and transformations, as well as how the motion of objects can be described and predicted using the laws of physics.

#### Chemistry

Students will develop an understanding of how the atomic structure and properties of elements are used to organise them in the Periodic Table and how different types of chemical reactions are used to produce a range of useful products and can occur at different rates.

#### Earth and Space Science

Students will develop an understanding of the universe, including galaxies, stars and solar systems and how the Big Bang theory can be used to explain the origin of the universe. They will also study how global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere and atmosphere.


#### STEM Opportunities

Students will complete research tasks in forensics, sport science and diet, drugs & nutrition.



# HUMANITIES & SOCIAL SCIENCES

## Humanities & Social Sciences

 Humanities & Social Sciences

 \$25

### Why study this?

In Year 9, students complete a 10 week course on each of four disciplines within Humanities and Social Sciences (HASS), as detailed below. Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.

### Areas of Study

### Assessment

#### **Civics and Citizenship: Our Democratic Rights**

Students continue to build on their understanding of the concepts of the Westminster System, democracy, democratic values, justice and participation.

#### **Economics and Business: Australia & the Global Economy**

Students are introduced to the concepts of specialisation and trade while continuing to further their understanding of the key concepts of scarcity, making choices, interdependence, and allocation and markets.

#### **Geography: Biomes, Food Security & Interconnectedness**

The concepts of place, space, environment, interconnection, sustainability and change continue to be developed as a way of thinking, which provides students with an opportunity to enquire into the production of food and fibre, the role of the biotic environment and to explore how people, through their choices and actions, are connected to places in a variety of ways.

#### **History: The Making of the Modern World**


Students develop their historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Students will complete a variety of assessments across each discipline. The form of assessment varies and may include peer assessments, portfolios and work samples, performances or oral presentation, visual representations, graphic organisers, written work, tests or quizzes, field work and practical tasks.



# COMPLU

## Health

 Health & Physical Education

 \$10

### Why study this?

In Year 9 Health, students broaden their knowledge of the factors that shape their personal identity and the health and wellbeing of others. They further develop their ability to make informed decisions, taking into consideration the influence of external factors on their behaviour and their capacity to achieve a healthy lifestyle. They continue to develop knowledge, skills and understandings in relation to respectful relationships. There is also a focus on relationship skills that promote positive interactions and help manage conflict.

### Areas of Study

### Assessment

#### 1. Mental Health

- What is mental health?
- Being mentally healthy.
- Building resilience.

#### 2. Safer Partying and Cyber Bullying

- Minimising risk.
- Cyber bullying & your digital reputation.
- Building resilience.

#### 3. Relationships, Risks & Sexual Behaviours

- Rights & responsibilities.
- Consent and First Aid.

#### 4. Staying Active



- Long term fitness.
- Health & wellbeing.

Students will be assessed using a range of diagnostic, summative, formative, informal and formal assessment practices. Students will complete a Health Education Workbook alongside a variety of assessment tasks that include tests, assignments, projects, presentations, observation, posing questions and guided investigations.



# COURSE

## Physical Education

-  Health & Physical Education
-  \$30 (includes all transport)

### Why study this?

In Physical Education, students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of movement skills. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork and consistently apply ethical behaviour across a range of movement contexts.

### Areas of Study

Our premium Physical Education course is open to both male and female students. As part of this course students will have access to the following sport options:

- Net & Racquet Sports - Tennis, Volleyball
- Invasion Games - Basketball, AFL, Touch Rugby, Soccer, Tchoukball
- Track & Field Events

### Assessment

Students will be assessed using a variety of methods from skill specific rubrics through practical demonstration as well as checklists, peer assessment and questioning.



# HEALTH



# H & P.E

## What Physical Education Courses Do We Offer at Safety Bay Senior High School?




**Outdoor Pursuits**




**Recreation for Life**

# HEALTH

## Outdoor Pursuits

 Health & Physical Education

 A selection process will be undertaken prior to subject selections opening. Swimming ability, behaviour and attendance will be reviewed during this process. Successful students will be notified and the subject will be pre-selected for them.

 \$150

## Why study this?

Year 9 Outdoor Pursuits allows students the opportunity to participate in a variety of adventurous challenges including surfing, hiking, climbing and abseiling, mountain biking, kayaking and canoeing, recreational fishing, snorkelling and group games. Throughout the year, students will learn the necessary skills required when camping, such as camp cooking, erecting tents and simple navigation.

Students must be prepared for occasional early starts at 7:30am, offset by a Period 5 flexi class if required. Students are also required to demonstrate a sufficient level of swimming competency in order to enrol in this course, as swimming skills are essential for participation in its activities.

## Areas of Study

This course is aimed at students who enjoy active participation, working in groups and experiencing a variety of adventure activities.

Throughout the Year 9 Outdoor Pursuits course, students will also be involved with conservation projects and perform first aid within the natural environment. Students will also learn about bush survival techniques, the role of the Department of Biodiversity, Conservation and Attractions, as well as how to conduct and present nature conservation research.


## Assessment


Students will be assessed using a variety of methods covering a number of contexts. The form of assessment varies and will include peer assessment, practical demonstration checklists, journals and questioning.



# H&PE

## Recreation for Life

 Health & Physical Education

 \$70 (includes all transport)

### Why study this?

The focus of Year 9 Recreation for Life is for students to engage with the enjoyment of participation in competitive contexts, following a Sports Education in Physical Education or “SEPEP” model – a program constructed around a student-centred approach to physical education. The SEPEP allows students to take accountability in the enhancement of their own learning through the establishment of good working environments in working together and collaborating on the roles and responsibilities involved. The SEPEP concept is designed for students to experience and program that reflects the real world.

Students will also be able to access external community recreation facilities within Rockingham and surrounds.

### Areas of Study

Recreation for Life is open to all students who wish to gain further understanding in the key messages of being physically active while exploring a variety of invasion, striking/fielding, and net/wall sporting contexts.

### Assessment

Students will be assessed using a variety of methods covering a number of contexts. The form of assessment varies and will include peer assessment, practical demonstration checklists, journals and questioning.

# HUMAN

## What Humanities and Social Sciences Courses Do We Offer at Safety Bay Senior High School?



### Monsters of History



# ACTIVITIES

## Monsters of History

 Humanities and Social Sciences

 \$25

### Why study this?

Are you ready to uncover the dark and twisted figures who shaped our world? Monsters of History is a challenging, engaging and thought-provoking elective that dives into history's most infamous leaders, criminals, and rebels. Explore the truth behind the legends, debate their impact, and decide –were they villains, heroes, or something in between? Through interactive activities, debates, and investigations, you'll sharpen your critical thinking and research skills while uncovering the shocking stories that history tried to hide. Choose Monsters of History and discover the past like never before!

### Areas of Study

- Myths and Legends – werewolves, vampires and more...
- Monsters of Wars – Adolf Hitler, Joseph Stalin and more...

### Assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices.

# THE A

## What Arts Courses Do We Offer at Safety Bay Senior High School?



**Beauty 101**



**Dance**



**Drama**



**Media Arts**



**Photography**



**Special Music**



**Visual Arts 2D**



**Visual Arts 3D**





# ARTS

# Beauty 101

 The Arts

 \$90

## Why study this?

Are you passionate about the world of beauty and makeup artistry? If so, this is the perfect course for you! Designed for those eager to explore the exciting and dynamic beauty industry, our course offers you the opportunity to learn essential skills and techniques used by professionals. Whether you dream of working in a bustling beauty salon, enhancing clients' looks with your creativity, or thriving in retail cosmetics stores, this course is your gateway to endless career opportunities.

## Areas of Study

This course introduces students to a variety of beauty treatments, including skincare, mini facials, manicures, pedicures, nail art, makeup application, and eyebrow and eyelash enhancements. Students will gain hands-on experience, progressing from basic skills to more advanced techniques like shellac application. As they develop their creativity and attention to detail, students will experience a boost in self-esteem and confidence, giving them a sense of accomplishment.

## Assessment

Students will be assessed through a range of practical and theory based assessments.

### Practical Assessments: 70%

- Skincare treatments.
- Mini facials.
- Manicures and nail art techniques.
- Pedicures.
- Makeup application.
- Eyebrow and eyelash enhancements.
- Shellac application.

### Theory Assessments: 30%

- Understanding of beauty treatments and their benefits.
- Health and safety standards for beauty treatments.



# ADTS

## Dance

 The Arts

 \$100

### Why study this?

Year 9 Dance is a non-competitive subject for students with little or no prior dance experience. This program focuses on building students' natural abilities while developing their skills and techniques in across a variety of dance genres.

Students will learn to create and interpret choreography, perform in front of a live audience, and reflect on their experiences in dance. The course encourages students to explore new movements, express themselves creatively, and build self-confidence, discipline and respect for the performing arts.

### Areas of Study

Students will learn a range of dance styles including Hip Hop, Lyrical, Jazz and Contemporary. The program provides students with 2 hours of training per week, as well as the opportunity to perform to a live audience at our end of year showcase 'Cheer-Dance Spectacular'.

Students are also given the opportunity to plan, choreograph, costume and perform their own dances in structured group composition tasks. The warm, positive and friendly culture that exists within the class is created by teachers and dancers encouraging and supporting each other through their dance journey.

### Assessment

Students will be assessed through a range of practical and theory based assessments.

#### **Performance and Production: 80%**

- Practical technique.
- Stage performance and preparation.
- Theatre etiquette.
- Group choreography.
- Self management skills.
- Peer coaching.

#### **Response: 20%**

- Coaching plan.
- Performance reflection.
- Report on evolution of dance.

# Drama

 The Arts

 \$55

## Why study this?

In Year 9 Drama, students develop their skills in performance development and production. They will produce a variety of performances that explore a number of acting styles, purposes and themes. Students will consider performance spaces, engaging audiences and production elements in order to produce engaging and interesting performances. Students will learn stage combat, choreograph movement in a Commedia dell'Arte scene, view and create their own Shakespearean performances. Students will look at a range of texts from Australia and around the world as well as participating in workshops with external theatre practitioners. Students will have the opportunity to attend live theatre performances and identify production values and elements.

## Areas of Study

- Choreographing Commedia dell'arte scenes using videos and workshops with external providers and demonstrating a command of physical theatre.
- Creating a modern retelling of Shakespeare's Romeo and Juliet through the use of stage combat and the original text.
- Working in groups and individually to devise performance pieces.
- Developing scripted monologues and constructing believable, realistic characters.
- Viewing live theatre and constructing a theatre review.

## Assessment

### **Making: 70%**

- Monologues.
- Scripted scenes.
- Devised theatre.
- Epic theatre.
- Commedia dell'arte.
- Romeo and Juliet.

### **Responding: 30%**

- Reflecting (verbal & written).
- Theatre review.
- Research & context task.



# VDTCS

## Media Arts

 The Arts

 \$72

### Why study this?

The Year 9 Media Studies course provides an opportunity for students to learn about film production and have the opportunity to make short films. The course will explore past and current trends on audience and the use of media. Students will work as individuals and in groups to plan, script, film and edit their media projects.

### Areas of Study

In Semester 1, students focus on developing filming techniques by reproducing a showdown scene from the film "The Good, The Bad and The Ugly" and then filming an original short horror/suspense film sequence.

In Semester 2, students focus on understanding news and looking at newspaper and television, including the opportunity to visit the Channel 9 news studios. Students will create their own news stories and produce their own television news show, including advertisements. Students will develop practical skills in scripting, storyboarding, camera work, lighting and digital editing using iMovie or Adobe Premiere Pro.

### Assessment

Students will complete a variety of practical and theory assessments throughout the year.

#### Practical: 80%

- Recreate a showdown scene.
- Make a short horror/suspense film.
- Make a film poster.
- Make a news story for television.

#### Theory: 20%

- Cinematography test.
- Responding to a film and film posters.
- News investigation.

# Photography

 The Arts

 \$124

## Why study this?

Year 9 Photography is a practical course in which students will be introduced to digital photography. Students will learn how to use a DSLR camera and various camera settings to take professional photographs.

The course teaches students the compositional techniques, using the codes and conventions of design, including the elements and principles of design, to produce professional photographs. Students will also learn to use Adobe Photoshop and Lightroom to enhance their digital photographs and produce prints for various applications.

## Areas of Study

Students will develop a range of technical and digital skills that will prepare them for a range of careers that require the knowledge of Microsoft 365 and Adobe Suites.

Students will learn how to use Adobe Photoshop and Lightroom to digitally enhance their photographs.

Students will learn the following photographic techniques:

- Elements and Principles of Design – line, contrast, colour etc.
- Shutter speed – freeze action or blur motion.
- Aperture – small or large depth of field.
- Composition – rule of thirds, leading lines, camera view points, etc.

## Assessment

### Production: 80%

Students will complete a number of photographic tasks and designs through research, idea generation, development of ideas, refinement and resolution. This could include, but is not limited to, designing a calendar or movie poster.

### Response: 20%

- A multiple-choice test based on terminology learned throughout the course.
- A visual analysis using photography and design terminology of a poster or photograph.

Students will also respond to photographic work and designs using design terminology in the form of self-evaluations.



# VDTCS

## Special Music

 The Arts

 \$70

### Why study this?

Year 9 Special Music is a continuation of the Year 8 program. Special Music is an engaging program that provides students with the practical and theoretical knowledge for performance, appreciation and composition of music.

The Special Music Program aims to nurture and develop students' passion for music. Students who participate in the Department of Education's Instrumental Music School Services (IMSS) Program or instrumental lessons outside of school can participate in this class.

### Areas of Study

Students will participate in three aspects of the course; classroom music, instrumental lessons and ensemble. It is compulsory for IMSS students to participate in all aspects of this course.

Over the course, students learn about selected genres of contemporary music, music performance skills, composition, music aural and theory skills and the basics of recording.

### Assessment

#### **Making: 60%**

- Composition.
- Performance.
- Recording.
- Music Theory.

#### **Responding: 40%**

- Music analysis.
- Journal entries.
- Research task.

# Visual Arts 2D

 The Arts  
 \$98

## Why study this?

Year 9 Visual Arts 2D is designed for budding art students who wish to refine their skills in drawing, painting and printmaking. In Year 9, students use visual arts language and artistic conventions of greater complexity during the design and production process. Students will develop their skills in documenting their ideas and applying understanding of compositional structures to create a unique artwork representing a theme or concept.

## Areas of Study

Students will continue to develop their practical skills and ability to manipulate materials and techniques when producing 2D artwork in the studio areas of Drawing, Painting and Printmaking.

Through expressive exploration, students will embark on a journey where they will discover:

- The expressive qualities possible when applying marks to paper.
- The world of colour through painting.
- The excitement of creating prints using a variety of techniques and processes.

## Assessment

### Making: 80%

- Inquiry (research, design development, media exploration).
- Art Practice (production of studio work).
- Presentation (display of studio work).

### Responding: 20%

- Analysis (description of an artwork noting subject depicted and use of visual arts language).
- Social, cultural and historical contexts (research on artist, their style and influences).
- Interpretation/response (discussions on possible meaning and purpose of artwork, reflections on own work and that of others).



# VDTCS

## Visual Arts 3D



### Why study this?

Year 9 Visual Arts 3D is designed for students who love to create and explore the world of three dimensional objects. In Year 9, students use visual arts language and artistic conventions of greater complexity during the design and production process. Students will develop their skills in documenting their ideas, applying understanding of compositional structures to create a unique artwork representing a theme or concept.

### Areas of Study

### Assessment

Students will continue to develop their practical skills to manipulate materials, techniques, art styles/ processes when producing 3D artwork in the studio areas of:

#### Ceramics

Students will learn about a range of clay hand building and glazing techniques which they can utilise in the creation of individual and fun ceramic masterpieces.

#### Creative Sculpture

Students will learn a variety of 2D and 3D sculpture construction and surface decoration techniques. They will have the opportunity to create original 3D art forms using an array of mixed media techniques such as Papier-Mache and wire assemblage along with recycled materials.

#### Making: 80%

- Inquiry (research, design development, media exploration).
- Art Practice (production of studio work).
- Presentation (display of studio work).

#### Responding: 20%

- Analysis (description of an artwork noting subject depicted and use of visual arts language).
- Social, cultural and historical contexts (research on artist, their style and influences).
- Interpretation/response (discussions on possible meaning and purpose of artwork, reflections on own work and that of others).

# TECHNOLOGY

## What Technologies Courses Do We Offer at Safety Bay Senior High School?



**Childcare**



**Engineering**



**Food for You**



**Information, Digital Media  
and Technology**



**Metal Technology**



**Textiles**



**Wood Technology**





# OLIVES

## Childcare

 Technologies

 \$100

### Why study this?

The Year 9 Childcare course focuses on further developing understanding and skills in interpersonal thinking and human development. Students will explore a range of physical skills through games, growth and motor exercises, and develop an understanding of health and nutrition for developing bodies. They will be expected to work alone and in teams. Students will also develop mini lessons to share with younger year groups to test their developmental knowledge.

### Areas of Study

### Assessment

Students will learn to:

- Analyse problems.
- Design, implement and evaluate a range of interpersonal solutions.

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

They will create physical projects designed for children, a children's meal and investigate safety and first aid.

# TECHNOLOGIES

## Engineering

 Technologies

 \$100

### Why study this?

The Year 9 Engineering course offers a hands-on approach for students who have a curious mind. Students learn engineering principals demonstrated through their understanding and application of projects. They consider and interpret a design brief, discover a range of research skills, devise methods to develop concepts, and then plan and communicate proposed solutions to the design brief. They then produce their ideas and evaluate them against set criteria determining the success of the solution identifying any recommendations for further improvement. When developing solutions, students will have the opportunity to experience 3D printers, laser cutters and more traditional based workshop tools and equipment. Major projects include designing and building a fully operational mini ROV (remotely operated vehicle) and a hydraulic arm.

### Areas of Study

- Engineering drawing.
- Mini underwater Remote Operated Vehicles (ROVs).
- Materials and structures.
- Materials, hydraulics, and principles of levers.
- Mechanisms and automation.
- Forces, linkages, and levers.
- Related industries where I can transfer my skills and knowledge.

### Assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.



# TECHNO

## Food for You

 Technologies

 \$124

### Why study this?

The Year 9 Food for You course allows students the opportunity to develop an understanding of sound nutritional practices whilst improving their practical cookery skills in a hands on environment. The skills and nutritional knowledge learned will stay with them for life and provide a good foundation to build upon in Years 10 – 12.

### Areas of Study

- Nutrition and food groups.
- Planning and cooking nutritious meals.
- Practical cooking skills.
- Healthy nutrition.

### Assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

# TECHNOLOGIES

## Information, Digital Media and Technology

 Technologies  
 \$100

### Why study this?

The Year 9 Information, Digital Media and Technology course focuses on further developing understandings and skills in computational thinking. Students will explore a range of data collection methods, learn to apply algorithmic design skills and use both hardware and software to create digital products such as games, interactive applications, and smart devices by working individually and in teams. Students will also develop phone apps that connect to the real world (IoT/Internet of Things).

### Areas of Study

- Learn to analyse problems; design, implement and evaluate a range of digital solutions.
- Explore data collection methods and use structured data to analyse, visualise, model and evaluate objects and events.
- Learn to work individually, collaboratively and interactively sharing online environments, with respect to the ownership of information.
- Consolidate their algorithmic design skills to incorporate testing of prototypes in virtual and real time environments.

### Assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

# TECHNO

## Metal Technology



### Why study this?

The Year 9 Metal Technology course aims to develop students' confidence, creativity, enterprise and employability skills through the design and creation of metal projects. Students gradually progress from direct instruction to completing set projects independently. Students critically evaluate existing designs based on their form, function, cost and aesthetics; they will be introduced to formal drawing techniques and 3D sketching so that they can develop and communicate their own ideas and plans. In addition, they will use computer aided drawing software to assist in the design of their projects.

### Areas of Study

- Safety in the workshops.
- Technical drawing.
- Welding and metal fabrication.
- Machining processes.
- Casting.
- Design concepts and procedures.
- Computer Aided Design/Computer Aided Manufacture with the use of Fusion 360.
- Related industries and transferable skills.

### Assessment

Students will be assessed using a range of methods that include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.



# OLOGIES

## Textiles

 Technologies  
 \$100

### Why study this?

The Year 9 Textiles course develops students' understanding of a range of design and fashion techniques. If you have an interest in clothing and fashion design or other practical textile skills such as repairing and altering clothes, then you will love Textiles!

### Areas of Study

- Fashion.
- Sustainability.
- Garment and item plan design.
- Fundamentals of a sewing machine.
- Types and uses of fabric.
- Construction of items from patterns.
- Safety and methods of various sewing tools and embellishments.

### Assessment

The major assessments are sewing machine tests, sewing machine use and maintenance, and accuracy of item construction – a bag or shirt, beanie or hat, and a pencil case.

# TECHNO

## Wood Technology

 Technologies  
 \$100

### Why study this?

The Year 9 Wood Technology course aims at developing students' creativity, enterprise and employability skills through the design and creation of timber projects. Students critically evaluate existing designs based on their form, function, cost and aesthetics; they will be introduced to formal drawing techniques and 3D sketching so that they can develop and communicate their own ideas and plans. In addition, they will use computer aided drawing software to assist in the design of their projects. A major focus is on developing students' design thinking and problem solving skills to enable them to become independent and autonomous learners.

### Areas of Study

- Drawing techniques.
- Timber joinery techniques and processes.
- Laminating, veneering.
- Wood turning.
- Design concepts and procedures.
- Computer Aided Design/Computer Aided Manufacture with the use of Fusion 360.

### Assessment

Students will be assessed using a range of methods which include summative, formative, informal and formal assessment practices. Students will complete related design booklets for their major projects alongside a variety of assessment tasks that include tests, assignments, presentations, observations, posing questions and guided investigations.

# OLOGIES



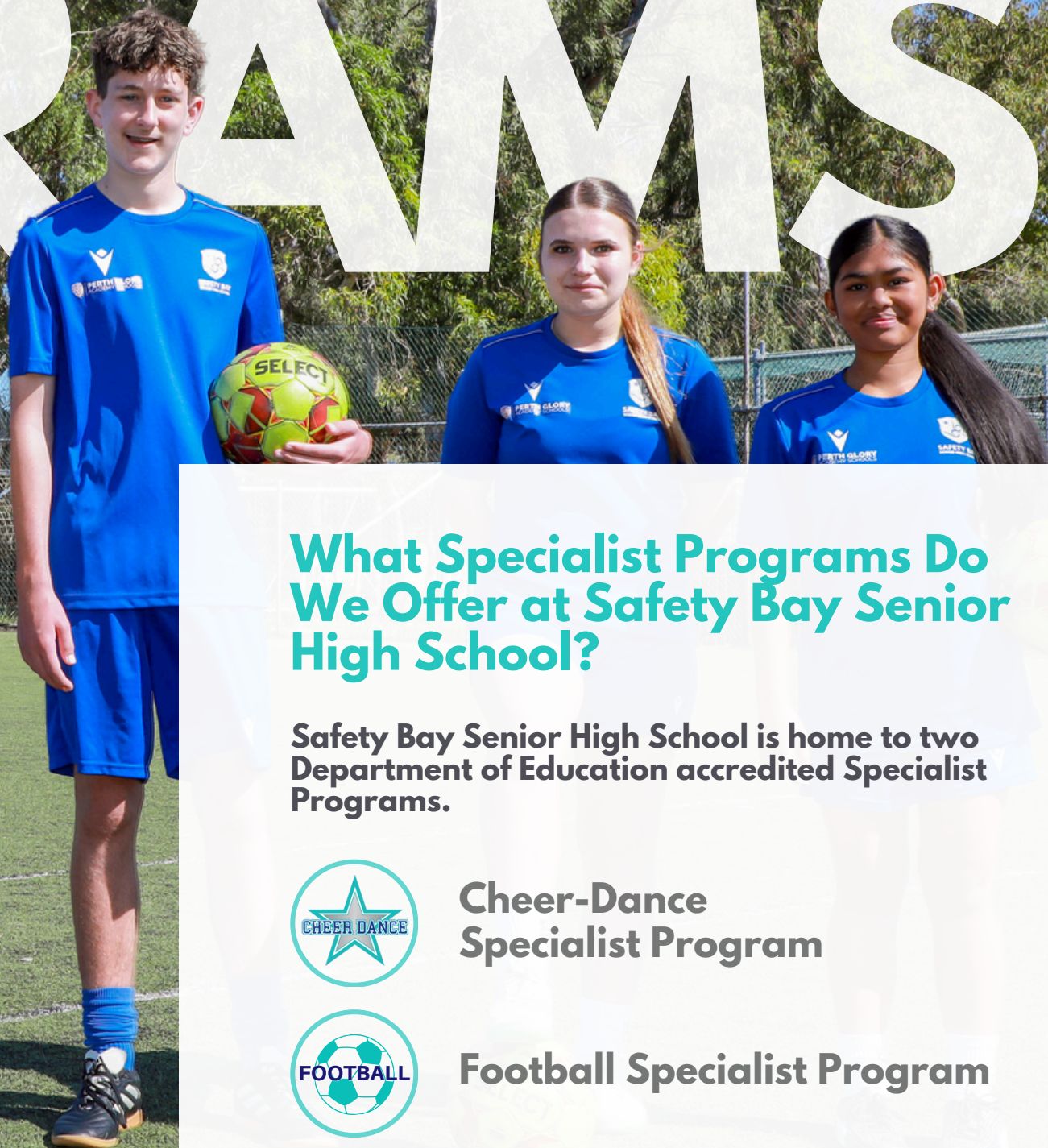


# SPECIAL PROJECT





# SPECIALIST PROGRAMS



## What Specialist Programs Do We Offer at Safety Bay Senior High School?

Safety Bay Senior High School is home to two Department of Education accredited Specialist Programs.



**Cheer-Dance  
Specialist Program**



**Football Specialist Program**



# SPECIALIA

## Cheer-Dance Specialist Program

🌐 Health & Physical Education/The Arts

💰 \$300 Non-Refundable plus uniform

### Why study this?

The Safety Bay Senior High School Cheer-Dance Specialist Program has been delivering high-quality integrated cheerleading and dance training since 2012, making it one of the leading programs in the state.

Students gain entry into this nationally recognised program through competitive selection trials. To secure a place, students must demonstrate exceptional cheerleading, dance, or gymnastics skills; along with maintaining a 90% attendance rate and displaying an excellent attitude, behaviour and effort across all classes.

The Cheer-Dance Specialist Program is a four-year course, running from Years 7 to 10, with the opportunity for students to continue their dance studies into Senior School. The class structure includes two periods of cheerleading and two periods of dance, covering a range of styles such as Poms, Lyrical, Jazz, Hip-Hop, Contemporary and Musical Theatre.

This program fosters discipline, creativity, and performance excellence, preparing students for future opportunities in cheer, dance and the performing arts.

### Areas of Study

The Cheer-Dance Specialist Program's carefully designed, progressive education structure allows each student the opportunity to develop their individual skills to the highest level in both dance and cheerleading. With highly qualified teaching and coaching staff, our courses are continually evolving to meet the demands of the industry, providing the best grounding for a future in the performing arts.

Students will be coached to a National Competition standard in all cheerleading and dance classes. The Cheer-Dance Specialist Program combines passion, enthusiasm, experience, award-winning choreography and a serious approach to dance, tumbling, jumps, stunts, strength and flexibility, as well as developing healthy habits and leadership skills.

### Assessment

#### Performance and Production: 80%

- Practical technique.
- Competition performance and preparation.
- Self management skills and interpersonal skills.
- Own choreography group assessment.
- Stage performance and preparation.
- Theatre etiquette.
- Cheer-Dance camp practical.


#### Response: 20%

- Performance reflection.
- Vocabulary test.
- Report on the evolution of dance.



# ALIST

## Football Specialist Program

 Health & Physical Education/Technologies

 \$400 Non-Refundable plus uniform

### Why study this?

Students gain entry into Safety Bay Senior High School's nationally recognised Football Specialist Program through competitive selection trials. To be offered a place in the program, students must show a consistent high level of attitude, behaviour and effort across all classes. All students in the Football Specialist Program will be expected to commit to participate in a number of competitive competitions such as Champion Schools Cup and age specific Lightning Carnivals.

Students involved in the elite program continue on a pathway that addresses their social, academic and athletic abilities. This is delivered in four Football sessions per week, in the phases of Skill Acquisition, Game Training and Performance.

### Areas of Study

- Technical development of the four core skills – 1v1, striking the ball, running with the ball and first touch.
- Athletic development – weekly sessions targeting football specific components of fitness.
- Tactical development – importance of positional roles and responsibilities, game play structures and strategies.
- Mental development – Sports Psychology and game intelligence.

### Assessment

Students will be assessed through a wide range of fitness testing, individual skill performance, game play (both 11 a side and Futsal) and also on their self management and interpersonal skills.



# Selection Information

## Term 2

- Distribution of Course Guides
- Year 8 Subject Preferences – collected in class

## Term 3

- Parent/Teacher Night
- Year 8 Subject Selection Online (SSO) – completed in class
- Subject Selection Report sent home



## Charges

**All subject charges** for Year 9 courses are compulsory and should be paid by the end of Term 1 2026. For subjects with a cost of \$100 or more we request a 50% deposit to be paid by Friday 24 October 2025.

**Payment options are available for families experiencing financial hardship. Please contact the accounts office on 9528 9200 to arrange a payment plan.**

## Payment Options

- **At Accounts Office**

Cash / Cheque /  
Credit Card / EFTPOS

- **Direct Deposit**

ACCOUNT: Safety Bay Senior High School  
BSB: 066 040  
ACCOUNT NO: 19906686  
REFERENCE: Student name and purpose  
of deposit

- **BPoint**

[www.bpoint.com.au/bw/payments/  
SAFETYBAYSENIORHIGHSCHOOL](http://www.bpoint.com.au/bw/payments/SAFETYBAYSENIORHIGHSCHOOL)

REFERENCE: Student name and  
purpose of deposit





**SAFETY BAY**  
SENIOR HIGH SCHOOL

*imagine believe achieve*

**Safety Bay Senior High School**

80 Malibu Road  
Safety Bay WA 6169

**Postal Address**

PO Box 83, Rockingham, WA, 6968

**Phone**

08 9528 9200

**Email**

[safetybay.shseeducation.wa.edu.au](mailto:safetybay.shseeducation.wa.edu.au)

**Administration Hours**

(during school term)

7.30am - 4.00pm

Monday, Tuesday, Wednesday, Friday

7.30am-3.30pm

Thursday